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THE EFFECT OF CREATIVE JOB SEARCH TECHNIQUES AS A COUNSELLING AID

by

© RONALD FRANCIS FLATERUD

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

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DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "The Effect of Creative Job Search Techniques as a Counselling Aid," submitted by Ronald Francis Flaterud, in partial fulfillment of the requirements for the degree of Master of Education.

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ABSTRACT

The purpose of this study was to evaluate the effectiveness of a job search program in preparing grade 12 students for the world of work.

The Committee on Youth (1971) has expressed concern over high unemployment rates among young people in the 14 to 19 year age bracket. The blame for this appears to be centered around a lack of preparedness for work. Involved in this lack are such things as:

1. lack of adequate know-how to get and hold a job;
2. lack of necessary skills and experience;
3. inadequate occupational career exploration;
4. incomplete self assessment;
5. immaturity in career decision making.

Ziegler (1962) developed a program called Creative Job Search Techniques, the intent of which was to help unemployed people make themselves more saleable. The high success rate of this program made it appear desirable for study for use in schools.

Seven hypotheses were developed to investigate the effect of the program with respect to the following items:

1. perception of job chances;
2. perceived degree of vocational competence;
3. degree of self knowledge;
4. sense of control over events;
5. anxiety about finding a job;
6. success in job attainment;
7. job satisfaction.

A treatment group of grade 12 students from Central Memorial High School in Calgary, Alberta, was given the program and then compared on the seven hypothesis items against a control group which did not have the program. Results were analysed by administering a t-test for significance of difference between means of the two groups to test each hypothesis except the one related to job attainment. A chi square test was employed for this item.

It was expected that the group receiving the job search program would show positive results with respect to the items mentioned in the hypotheses. The study did not support these expectations, however. In none of the cases could a significant difference between the two groups in the direction expected be found.

The results do suggest, however, further study before a decision to accept or reject the program is made. Students have approved of continuation of the program, indicating that they perceive that there is some value to be gained from in. Investigation into what constitutes job satisfaction among youthful, largely temporary employees is required before statements regarding this item and the program can be made. Recipients of the program showed higher level of anxiety than non-recipients. Further study on this unexpected phenomena is suggested. Long-term studies may also reveal more evidence regarding the value of the program.

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CHAPTER I

INTRODUCTION

NEED FOR THE STUDY

In the past decade, dramatic changes have appeared in the labour scene. Jobs are consistently being phased out and new jobs are not always created to replace them. Kroll (1968) states that 25 per cent of today's workers are employed in occupations that were non-existent twenty five years ago and that, in the near future, 75 per cent of the working population will be in occupations that do not now exist. Opportunities for the inexperienced and unskilled are diminishing. The student leaving high school enters a world for which he is often unprepared, which he finds strange and bewildering in its demands and expectations. Even if he delays this confrontation with reality by entering some post secondary institution it is inevitable that he must eventually meet the challenge of seeking a job. In an age in which unemployment is high and in which even university graduates are among the unemployed, this becomes increasingly difficult.

The Committee on Youth, in a Report to the Secretary of State (1971) attempts to illustrate the problem of unemployment among youth in Canada. The Committee states that "in only 3 of the past 18 years has the unemployment rate of males 14 to 19 been below 10%. Similarly, for males 20 to 24, their unemployment rates have been below 7% in only 3 of the years since 1958 [p.17]." Females aged 14 to 19 have had unemployment rates at least twice as high as the unemployment rate recorded for all females. Between ages 20 to 24, females seem to have fared somewhat better, being under the national

average since 1953. In April, 1971, however, "Forty percent of the unemployed males were between the ages of 14 and 24 and 51% of unemployed females were between the ages of 14 and 24 [p.16]."

The Committee's statistics have been obtained from Statistics Canada. Unemployed youth refers to those who have, in fact, made overtures to get work and does not include those who show no inclination to seek work. Despite government programs to provide work for youth, unemployment increases, especially in the summer months.

Some of the reasons for youth unemployment, states the Committee, are:

> The young have not as yet developed the formal and informal contacts for job-seeking which emerge only with experience.
>
> ...persistently high rates of unemployment is based on their relative inefficiency in the job search activity...
>
> Some of these individuals between the ages of 14 to 19 exhibit what seems to be a frightening inability to hold a job.
>
> Most young people between 14 and 19 years of age...lack the education and skills required for an increasingly competitive and technological society or, more recently are judged by employers to lack the paper certification this new era demands [pp. 26 and 27].

Although many more factors such as our economy and our political structure affect employment levels among youth, the above mentioned factors suggest that youth are unprepared for entry into the labour market. In some cases this may be a result of unrealistic self assessment. In others, it could result from lack of educational and experiential preparedness.

Baer and Roeber (1958) express the concern that few young people have adequate know-how in job-getting skills. They suggest

that these skills can and must be taught. Included in such a program must be the provision of awareness of various job-finding agencies and services along with an understanding of how to discover and apply for jobs on their own. It should also include, according to Baer and Roeber, skills in selling oneself, both through the letter of application and the personal interview. They also state that wise decisions made as a result of an adequate survey of the job seeker's own needs and aspirations in relation to reality and to employers' expectations can contribute to success in holding a job and gaining satisfaction from it. The prospective employee can gain greater satisfaction if he knows what is expected from him and that he can meet these requirements, at the same time fulfilling his own needs.

Nancy Stevens (1972) notes that many reasons may be given to explain why some college graduates, even in a recessive economy, are able to get jobs, and yet others who have highly marketable skills fail in their job-seeking attempts. Stevens studied behaviour patterns of those getting jobs and those failing, in an attempt to identify dominant characteristics of each. Job-seeking behaviour patterns appeared to correlate strongly with success in job-finding. Those individuals with crystallized, realistic goals and with an independent, self-confident behaviour succeeded in obtaining desired jobs. Those with vague goals and passive behaviour failed to get desired jobs even in a good labour market. She suggests that counselling may help the individual to make his coping behaviour more effective in the job-seeking process.

Entering into this are factors related to vocational indecision. The vague goals that Stevens talks about result from the

individual's inability to accurately and realistically assess his own potential in light of opportunities available. Included in a good counselling program would be the teaching of techniques by which the individual may properly go about this assessment. This type of program, according to Koziey et al (1970), should not emphasize the making of definite, final plans regarding the future but rather should provide a systematic approach to decision-making which would enable the individual to be flexible, i.e. to "roll with the punches."

A program of this sort, containing self-evaluative decision-making techniques as well as teaching skills of effective job-seeking, as suggested by Stevens, could be a valuable asset to a counselling program.

THE PROBLEM

The problem, then, is to find a method of counselling which can effectively bring the potential job seeker to a level of understanding of himself and of employment conditions so that he may be able to cope with job search and job selection.

The study that follows was carried out to evaluate the effectiveness of a specific job search program for use in high schools. This is a program introduced in Oregon by Ziegler (1962) called Creative Job Search Techniques (abbreviated CJST). The program is described in the section titled SOME RELATED LITERATURE.

In the present study, the intent was to show that, through the use of CJST, career indecision could be reduced. Ziegler and others who have carried on the program he initiated state that this program is successful because it shows the individual that

opportunities are available and that he in fact has a lot to offer. It then gives him the tools whereby he may act positively toward obtaining a job. With the increase in self confidence and in self understanding as well as a feeling of improved perception of his own vocational competence, a student should, according to Breton's (1972) findings, show some improvement with regard to career decision as a result. This study attempted to lend support to this hypothesis.

It appeared relevant to investigate the possibility that individuals who had taken the Creative Job Search Techniques program might indicate more satisfaction with their jobs once they got them. Shaffer (1953) says that vocational satisfaction is a function of the degree to which the workers' needs are fulfilled by being in the particular situation. Thorpe and Campbell (1965) found a significant relationship between expressed interests and job satisfaction level in a group of University of Minnesota graduates. Hoppock (1935) in a study of teacher satisfaction stated that, among other things, more of the satisfied teachers had actively selected their vocations rather than getting into them by chance.

Creative Job Search Techniques, by helping the individual to identify his needs and interests and to match these with occupational areas, is supposed to increase his selectivity in job seeking. Since these factors seem to be contributory to job satisfaction, it was hypothesized that recipients of the program would show more job satisfaction than non recipients.

CHAPTER II

SOME RELATED LITERATURE

CAREER DEVELOPMENT AND VOCATIONAL INDECISION

Career development is a complex process. Roe (1957) stresses that it is the result of early environmental factors, i.e. child rearing practises, that influence the development of needs, plus genetic factors, which influence the level of intelligence and the ways in which the individual attempts to manipulate his environment. Ginzberg (1951) speaks of vocational choice occurring in clearly marked periods characterized by compromises between wishes and possibilities governed by reality. Exploration plays an important part and the child's make-believe roles are influenced by his environment and those around him. Reality testing modifies these fantasies to fit more closely with abilities and possibilities. Super's (1963) theory of vocational behaviour and choice is based upon the process of developing a self concept. He refers to stages of development in which the individual's self concept is being differentiated and modified through interaction with events and experiences during the maturation process.

Breton (1972) summarizes some commonalities among researchers' approaches to the vocational choice process by stating that "the models include, as the main elements: notions corresponding to 'self-hypothesis,' 'reality testing,' 'modification of self-hypotheses,' 'conflict resulting from internal inconsistency or experiential incongruency,' and 'perceived environment' [p. 20]." He contends, however, that few researchers deal directly or systematically

with the problem of vocational indecision.

Vocational indecision, says Breton, reflects either incompleteness of searching and testing processes or failure to find an adequate solution. This indecision may be temporary or permanent for a given individual and may occur at any point in his vocational development or in his career. It results from the feeling of dissonance between his self concepts and the occupational environment and lasts until "the elements are integrated into a satisfactory solution [p. 24]."

Breton states that the individual must cope with a number of components which affect the vocational decision making process. One of these is the problem of formulating a career goal. This involves a testing of conceptions of self and self-in-environment against features of the environment. Not only does the adolescent face decision making with regard to choosing between various kinds of work, he must also determine the rank or level to which he must aspire.

In the testing process, he may try out his assessment of his own characteristics and abilities against his perception of and information about the future environment and roles associated with that environment. He may gain support if the two coincide. On the other hand, conflicts may lead to deterioration of his self hypothesis and could result in temporary or permanent paralysis in the decision-making process.

With regard to the characteristics of the conceptual self system, Breton postulated that such things as (1) the individual's clarity as to who he is and what his strengths and weaknesses are; (2) the individual's general orientation to work, i.e. is work in

itself gratifying or is it only a means to an end? (3) the individual's conception of his chances of success and his power to control future events; (4) his appraisal of limitation due to family background, abilities (both real and imagined), vocational competence, and labour market opportunities; and (5) his fears and anxieties and flexibility and reaction to barriers placed in his way all have an effect on the process of vocational decision-making.

The individual's experience socially will have some influence on his decisions. A limited experience with the labour market necessitates his assessment of himself through processing the views and opinions of those around him as to his potential and the kind of person he is. Mead (1934) supports the idea that one's self identity is based largely on conceptions held by significant others. In testing self concepts against others' assessment, the individual can be plagued with self doubts, confusion, and problems in career goal formulation if there is disparity between his self assessment and their assessment of him.

In May of 1966, Breton and his associates began a study to investigate factors contributing to vocational indecision in Canadian youth. A questionnaire was administered to a sample of 145,817 secondary school students from all grade levels in 373 publicly operated secondary schools throughout the ten provinces. Included were small and large urban and rural schools as well as a cross section of types - academic, technical and vocational, commercial, and composite schools.

The questionnaire collected data about the student's school and program of study, his educational plans, access to

counselling and vocational information, occupational plans, ideas and attitudes toward work and the future, school-related activities, and the background of him and his family. The Crites Vocational Development Inventory and The Otis-Lennon Mental Ability Test were also administered. It is to be noted that many questionnaire items were borrowed from Coleman's (1961) study of adolescents and Kahl's (1965) article on achievement orientation.

Breton reported relationships between a numer of variables (community characteristics, social and family situation, mental ability, ethnic origins, significance of peers and others, etc.) and vocational indecision and career selection. The conclusions that are most pertinent to the present study, however, are reported here:

1. A low degree of self-knowledge shows a strong association with lack of a career goal.

2. Perception of a future with meagre opportunities - poor chances of success in post secondary school, a high degree of anxiety about finding a job, and the feeling of having below-average chances of getting a good job are attitudes associated with lack of a career goal.

3. Sense of powerlessness about the future - feelings that reflect a low sense of control over the course of events and that an individual's activities at present are not relevant to what lies ahead are correlated strongly with vocational indecision.

4. Vocational indecision appears to be associated with a perceived low degree of vocational competence or decision-making ability (especially for girls). It is also associated with dependence on others for vocational decisions.

5. There appears to be a tendency among certain students not only to be without a career goal but also to abandon the search for one. For some, the challenge of reaching such a decision may result in complete withdrawal.

From the results of his study, Breton concluded that:

> ...the sense of opportunity regarding the future is largely a matter of the opportunities which actually exist and the possibilities a given person has to gain access to them. To the extent that this is true, manipulating the structure of opportunity is likely to have an impact on the career decisions of adolescents...no amount of guidance or vocational information will have much effect on him if he is convinced that appropriate opportunities are simply not available. But if his assessment of the occupational environment and/or his chances in it are erroneous or incomplete, or if the problem is one of inadequate self knowledge or vocational information, then apparently assistance and counselling can be profitable [p. 384].

CREATIVE JOB SEARCH TECHNIQUES

In 1962, as a result of studying the needs of mature workers in Oregon's unemployed ranks, the Senior Worker Division of the Oregon Bureau of Labor, directed by Mr. Ray Ziegler (1962) began an experiment, the purpose of which was to teach these unemployed people job-seeking skills.

From previous experience, the developers of the program had observed the following similarities in their clients' vocational decision-making:

1. a tendency to make vocational choice purely by accident;

2. a tendency to be limited in earning potential because of status and false pride;

3. failure to hear opportunity's knocks because of extreme ignorance about the labour market;

4. failure, in some cases, to keep pace with the technological advance of modern times.

"It is essential that... [the job seeker] maintain a degree of self-sufficiency and self-confidence so that he might adequately present his saleable skills to a prospective employer in a clear and concise manner (Ziegler Page 1)." The program set up was "aimed at awakening the man, not making him" so that he might more clearly understand himself with respect to the labour market and more clearly identify what he has to offer. This program was called Creative Job Search Tecnhiques.

Following is a description of the program format taken from Manpower Review, March - April 1971:

> The introductory phase, which lasts one and a half hours, is explanatory. The counsellor stresses that the purpose of the session is to teach, study and discuss a method for finding a job. Material in the course provides the participants with about twenty per cent of what they require. The individual has to provide the rest - the energy and determination. In the first session, the counsellor discusses in detail the following specifics:
>
> 1. It may be necessary to submit many resumes and applications - perhaps 40 or more.
> 2. The job seeker must be aware of his qualifications.
> 3. Specific knowledge of the desired job and qualification and flexibility as to the starting salary are helpful.
> 4. All available sources of employment should be utilized.
> 5. Interviews are more successful if the applicant displays knowledge about the company and is pleasant, brief, and businesslike.
> 6. A job search should consume as many hours as a full-time work day.
> 7. Employers should be contacted directly, if possible.
> 8. A good attitude, reliability, and skills and experience are the major qualities looked for by employers.
> 9. A resume is an extremely valuable tool in a job search.
>
> The discussion on employment sources stresses the desirability of not relying on only one or two sources. Canada Manpower, private employment agencies, newspapers, friends, unions, governments, and telephone books are all possible sources of job information.

In fact studies have indicated that the majority of job seekers find jobs by either contacting the employer directly or by filling out application forms in personnel offices. Another major source for employers appears to be the employee reference wherein the employee on the job hears about a vacancy and tells a friend or relative.

From an employer's point of view, "walk-ins" and "word of mouth" can be the best and most effective method of obtaining employees. It does not cost the employer money and usually no real waste of time is involved.

What an employer looks for in an employee is also stressed by the counsellors. The most important thing a person should bring to a job hunt is attitude. If an employer feels a person has the right attitude towards doing a good job for him, he will often take someone who is a bit lacking in skills. Willingness to work hard and reliability are equally as necessary as skills and experience and often more so.

A well-prepared resume of experience will shorten the time required to file an application. As a result, the job seeker can file more applications in any given day. The resume is constructed from the job hunter's inventory of all positive questions. At the first session, each participant receives a sheet with six questions to answer:

What things have I done to any degree of success?
What things have I done that others have commended me for doing in an exceptional manner?
What jobs have I had? (Describe in detail)
What equipment can I operate?
What things do I really like to do?
What things do I really not like to do?

The client answers each of these under the categories of work, study, and play. In this way, the resume is able to indicate positions of responsibility and interests which, though not directly applicable to a job, certainly enhance occupational qualifications. Including academic and recreational responsibilities is particularly advantageous for those persons who lack work experience such as recent high school or university graduates.

Answering the six questions constitutes the client's homework for the second session which is also one and a half hours in length. A system of 'pairing off' is used in this session for purposes of analyzing the resumes. Ideally, the two people are strangers, but somewhat alike from an occupational and educational standpoint in order to maximize communication and interaction. The primary benefit accruing to this method as opposed to counsellor lectures or a question and answer period is basically

> psychological. Discussing a resume with a stranger who will never be seen again seems to break down the barriers that often exist between the client and the professional counsellor. Each person is involved with the critical analysis in such a way that he often receives insight into his own personal strengths and weaknesses and occupational qualifications.
>
> More concretely, the counsellors stress the fact that at any given time, jobs are always vacant due to retirements, death, transfers, and firings. The person who is actively and efficiently searching for such jobs has an advantage over the person who depends on others for employment. Following the completion of the second session, the participant begins an active job search based on his new knowledge about himself and the labour market. (Buffie 1971)

During the experimental period of February 4, 1962, to May 15, 1962, when Ziegler and his department along with the Portland Community College presented the initial program, more than 300 participants passed through the program. The clients varied widely in age and experience but all had the same common denominator - they had been unable to find employment. From a random survey given some time after completion of the program, it was found that 91% of the respondents had found employment. The same number affirmed that the program had assisted them in this endeavour. All but one of the respondents indicated that, as a result of attending the program, they felt greater confidence in themselves and in their ability to find suitable work on the labour market. All of the respondents recommended the program for other unemployed persons.

As the program progressed, other significant results were observed: Youth (age 20 or less), who normally express great difficulty in locating suitable employment because of age and experience factors, when supported by a well-prepared resume, tended to feel more confident and to take on the stature of maturity which, in turn, led prospective employers to be more impressed. As well,

many unskilled personnel, in analyzing themselves through the methods presented in the program, were led to further occupational information searching which resulted in more concrete vocational decision making and, in some cases, to pursuit of further schooling.

Employers' comments about the job search program and about program participants with whom they had come in contact were positive. They felt the self analysis aspect led to more realistic appraisal and expectations when applying for jobs. Confidence shown by the applicants was also noted.

In September 1968, the Institute of Adult Studies in Victoria, British Columbia began the program. The success of this program was reported by Robertson and Yearwood (1970). Participants included people who were unemployed, under-employed, working part-time, students, housewives, and those seeking more meaningful employment. They represented a cross section of the labour market in terms of education, job-skills, age, sex, and income. Questionnaires were sent in January 1970 to the 103 participants who attended the course up to December 15, 1969. Results reported by the 42 participants who responded were as follows:

73% were now employed

88% of those employed had found this work on their own

95% reported improved self confidence

94% recommended the course for others

Canada Manpower has considered the Creative Job Search Techniques program to be highly successful and has since expanded it to all major cities in its prairie region. Successful sessions have also been held in educational insitutions such as Mount Royal College

in Calgary and the Institute of Applied Arts and Science in Saskatoon.

In terms of man-hours spent by both trainer and client, and in terms of the results reported with regard to job attainment, this program could have some possible value in high school counselling programs. It may also assist, in some way, in the career decision-making processes of students, particularly those who have not been reached by conventional counselling procedures.

CHAPTER III

RESEARCH PROCEDURE

THE SAMPLE

The sample used for the study consisted of 173 grade 12 students of Central Memorial High School in Calgary. The school is a combined academic-technical school and draws students from a population consisting mainly of upper middle, middle, and lower middle socio-economic classes.

The school is operated on a partially semestered year. The only practical way to congregate groups of grade 12 students together without causing a great deal of disruption for a large block of time such as is required for administration of the CJST program was to reach those who were taking grade 12 English in 80 minute semestered blocks. In the second semester, there were four of these classes in which a total of 78 students were reached by the program. Three of these classes were English 30, typified by "academic" students. One was English 33, typified by "technical" students. The 78 students reached in these classes were used as the experimental or treatment group (TG). Four other non-semestered English classes, again using three English 30 and one English 33, were utilized as the control group (CG). Ninety-five students comprised this group.

The sample was considered a random sample as students were placed in classes by computor largely on a chance basis.

THE INSTRUMENT

There were three questionnaires used in this study. Questionnaire A was administered to both CG and TG while Questionnaire

B was given to TG only and Questionnaire C was given to CG only. These questionnaires are shown in Appendix A.

Questionnaire A

This questionnaire was administered one week after completion of the CJST program.

Question #1 - to identify those intending to apply for work, either temporarily or permanently, upon completion of high school so that they could be later followed up by Questionnaire B to determine success.

Question #2 - to identify those unlikely to use CJST techniques because the job had already been secured.

Question #3 - to identify for elimination purposes those students who had taken a course in the school which teaches techniques similar to CJST and which emphasizes preparation of a job resume. The course concerned is Office Practices 30/Typing 30.

Question #4 - adapted from Breton (1972) and used in this experiment to gather data as to the student's perception of his job chances as related to those of his peers. Weights 1, 2, 3, 4, 5, respectively, were assigned to responses from "much better than average" to "much below average" and a raw score was obtained for each subject.

Question #5 - adapted from Breton (1972) and used here to indicate degree of perception of vocational competence. Weights 1 to 4 were used, 1 being the most positive response and 4 being the most negative response. A raw score was obtained for each subject.

Question #6 - adapted from Breton (1972) and used as an indicator of degree of self knowledge. Weights of 1 to 4 were again used to give a raw score for each subject, with 4 being lowest level of self knowledge.

B was given to TG only and Questionnaire C was given to CG only. These questionnaires are shown in Appendix A.

Questionnaire A

This questionnaire was administered one week after completion of the CJST program.

Question #1 - to identify those intending to apply for work, either temporarily or permanently, upon completion of high school so that they could be later followed up by Questionnaire B to determine success.

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Question #6 - adapted from Breton (1972) and used as an indicator of degree of self knowledge. Weights of 1 to 4 were again used to give a raw score for each subject, with 4 being lowest level of self knowledge.

Questions 7, 8, and 9 - adapted from Breton (1972) as indicators of sense of control over events. Responses of "strongly agree," "agree," "disagree," and "strongly disagree" were assigned weights of 4, 3, 2, and 1 respectively. Total score for an individual was obtained by summating the responses.

Question #10 - adapted from Breton (1972) for determining anxiety about finding a job. Responses "quite worried," "a little bit worried," and "not at all worried," were assigned weights of 3, 2, and 1, respectively. Individual scores were obtained by summating the responses to the 12 questions.

Note: In questions 4 to 10, scores for a subject were not included unless that individual had responded to each item on the question.

Questionnaire B

This questionnaire was administered to those in the treatment group who indicated in Questionnaire A their intentions to seek employment upon completion of the high school year and who were not eliminated by positive responses to questions 2 and 3 on that questionnaire. It was administered two weeks after school closing.

Questions #1, 2, and 4(a) - meant to gather information on time and effort involved in job acquisition.

Question #3 - identified the number of treatment group subjects who gained employment.

Questions #4(b), (c), and (d) - used to test level of job satisfaction of those who acquired jobs. These questions were adapted from Hoppock (1935). Responses were weighted 1, 2, 3, 4, and 5, with 1 relating to high level of satisfaction and 5 relating to lowest level

of satisfaction. Only subjects answering all three items were scored. A total score for each subject was derived by adding the weights for the three responses.

Questions #4(e) and 5 - used to gather information about how recipients valued the CJST program experience.

Questionnaire C

This questionnaire was administered to those in the control group who indicated their intentions in Questionnaire A to seek employment at the completion of the high school year and who were not eliminated by positive responses to questions 2 or 3 on that questionnaire. It was administered two weeks after school closing.

Questions #1, 2, and 4(a) - meant to gather information on time and effort involved in job acquisition.

Question #3 - identified the number of control group subjects who gained employment.

Questions #4(b), (c), and (d) - used to test level of job satisfaction of those who acquired jobs. These questions were adapted from Hoppock (1935). Responses were weighted 1, 2, 3, 4, and 5, with 1 relating to high level of satisfaction and 5 relating to lowest level of satisfaction. Only subjects answering all three items were scored. A total score for each subject was derived by adding the weights for the three responses.

METHOD

In the first two weeks of May, 1973, 78 treatment group subjects were administered the CJST program. Upon completion of this program, these students plus 95 control group subjects (non-recipients

of the program) were administered Questionnaire A.

Those subjects answering "yes" to question #3, indicating that they had received, previously, a course of this sort in the school, were eliminated leaving analysis groups of N = 70 for TG and N = 90 for CG. Analysis of these two groups was carried out and is reported in the section titled ANALYSIS OF DATA.

On July 16, 1973, two weeks after school was completed, Questionnaires B and C were sent by mail to TG and CG subjects, respectively. Elimination of students from both groups had been previously done to reject those who did not intend to apply for work or who previously had a job for the summer. The number of subjects involved in this second part of the survey were TG = 41 and CG = 57.

By August 1st, 25 treatment group and 36 control group questionnaires had been returned. An attempt to reach the remaining subjects by telephone to complete the survey was then carried out. Of these, 10 treatment group and 14 control group subjects were reached. Elimination of respondents who indicated that they did not apply for work or had carried on with a job held part time during the school year left the number of subjects for further analysis at TG = 23 and CG = 41. Analysis of this information is reported in the section titled ANALYSIS OF DATA.

THE HYPOTHESES

As a result of investigation of an apparent lack of sophistication of youth in the areas of job search and career selection, and claims made by Ziegler (1962) and others regarding CJST, the following hypotheses were formulated to test the program's

effectiveness:

1. There will be no significant difference between the mean score of the control group (CG) and the mean score of the treatment group (TG) on a measure designed to investigate level of expectation of getting a job.

$$H_{0-1} : m_{CG} = m_{TG}$$

If the null hypothesis is rejected, the following hypothesis will be tested:

The mean score of the control group will be significantly higher on a negative scale designed to investigate level of expectation of getting a job than will that of the treatment group.

$$H_{1-1} : m_{CG} > m_{TG}$$

2. There will be no significant difference between the mean score of the control group and the mean score of the treatment group on a measure designed to investigate level of perceived vocational incompetence.

$$H_{0-2} : m_{CG} = m_{TG}$$

If the null hypothesis is rejected, the following hypothesis will be tested:

The mean score of the control group will be significantly higher than the mean of the treatment group with regard to perceived vocational incompetence.

$$H_{1-2} : m_{CG} > m_{TG}$$

3. There will be no significant difference between the mean score of the control group and the mean score of the treatment

group on a measure designed to investigate degree of self knowledge.

$$H_{0-3} : m_{CG} = m_{TG}$$

If the null hypothesis is rejected, the following hypothesis will be tested:

The mean score of the control group will be significantly higher than the mean of the treatment group with regard to degree of self knowledge on a scale which rates low self knowledge numerically greater than high self knowledge.

$$H_{1-3} : m_{CG} > m_{TG}$$

4. There will be no significant difference between the mean score of the control group and the mean score of the treatment group on a measure designed to investigate lack of sense of control over events.

$$H_{0-4} : m_{CG} = m_{TG}$$

If the null hypothesis is rejected, the following alternate hypothesis will be tested:

The mean score of the control group will be significantly higher than the mean of the treatment group with regard to lack of sense of control over events.

$$H_{1-4} : m_{CG} > m_{TG}$$

5. There will be no significant difference between the mean score of the control group and the mean score of the treatment group on a measure designed to investigate anxiety about finding a job.

$$H_{0-5} : m_{CG} = m_{TG}$$

If the null hypothesis is rejected, the following hypothesis will be tested:

The mean score of the control group will be significantly higher than the mean score of the treatment group with regard to anxiety about job finding.

H_{1-5} : $m_{CG} > m_{TG}$

6. After two weeks of job seeking, there will be no significant difference in the number of control group subjects obtaining jobs than there will be in the treatment group.

If the null hypothesis is rejected the following hypothesis will be tested:

The number of employed treatment group subjects will be significantly greater than those from the control group.

7. There will be no significant difference between the mean score of the control group and the mean score of the treatment group on a measure designed to indicate degree of job dissatisfaction.

H_{0-7} : $m_{CG} = m_{TG}$

If the null hypothesis is rejected, the following hypothesis will be tested:

The mean score of the control group will be significantly higher than that of the treatment group on a scale which rates job dissatisfaction higher numerically than job satisfaction.

H_{1-7} : $m_{CG} > m_{TG}$

STATISTICAL PROCEDURES

With the exception of Hypothesis #6, data collected for the hypotheses was analysed by calculating the means for each corresponding item to test the null hypotheses. In each case that the null hypothesis was rejected, the alternate hypothesis was investigated

through the use of a t-test for significance of the difference between means. A level of significance of .05 was considered significant.

Hypothesis #6 was tested by use of a chi square test to determine the significance of the difference between the two groups.

CHAPTER IV

ANALYSIS OF DATA

Statistical analyses were carried out to determine the extent to which the data would support the hypotheses as stated.

LEVEL OF EXPECTATION OF GETTING A JOB

The first hypothesis dealt with whether a significant difference in expectation of getting a job could be observed between a treatment group, which had received the CJST program, and a control group which had not. Question #4, questionnaire A (see Appendix A) asked the subject to rate his job chances against those of his peers. Scores for this item are reported in Appendix B, Table A.

The means for both the treatment group and the control group were 2.70 indicating that the null hypothesis, H_{0-1}, could not be rejected. Within the limits of this study, then, administration of CJST had no measurable effect on level of expectation of getting a job.

LEVEL OF PERCEIVED VOCATIONAL COMPETENCE

The second hypothesis dealt with whether there would be a significant difference in level of perceived vocational competence between the treatment group and the control group. Question #5, questionnaire A (Appendix A) asked the subject to rate how well informed he was about the different kinds of jobs with reference to his ability to make a good career choice. Scores for this item are reported in Appendix B, Table B.

The mean score for the TG was 2.20 while that of the CG was $2.36\overline{6}$. A lower score indicated higher level of perceived

vocational competence.

A t-test for significance of the difference between means was applied: $t = 1.14$. For df of 158 and significance level of .05, t must be in excess of 1.645. This study, therefore, yielded no grounds for rejecting the null hypothesis, H_{0-2}. In this case, then, administration of CJST had no measured effect on level of perceived vocational competence.

DEGREE OF SELF KNOWLEDGE

The third hypothesis dealt with whether there would be a significant difference in degree of self-knowledge between the CJST recipients (TG) and those who did not receive it (CG). Question #6, questionnaire A (Appendix A) asked the subject to rate how well he felt his knowledge of his own interests and abilities would help him in making a decision about his future career. Scores for this item are reported in Appendix B, Table C.

The mean score for the TG was 2.0 and for the CG was $2.05\bar{5}$. A t-test yielded $t = 0.28$. This did not meet the requirements of $t > 1.645$ for 158 degrees of freedom at .05 level of significance. The null hypothesis, H_{0-3}, could not be rejected and it must be assumed that, within the limits of this study, CJST did not have any effect on degree of self-knowledge.

SENSE OF CONTROL OVER EVENTS

The fourth hypothesis dealt with whether there would be a significant difference in sense of control over events relating to work and job success between the CJST recipients (TG) and the non-recipients (CG). Questions 7, 8, and 9 on questionnaire A (Appendix A)

asked the subject to rate his feelings about planning, powerlessness, and chance with respect to career success. Scores for this item are reported in Appendix B, Table D.

Means for TG and CG were, respectively, 5.08 and 5.07. A higher score would indicate lack of sense of control over events. A t-test yielded t of 0.031 which did not approach the requirements of $t > 1.645$ for 158 degrees of freedom at .05 level of significance. The null hypothesis, H_{0-4}, could not be rejected and, therefore, it must be assumed that, within the limits of this study, CJST did not affect sense of control over events.

ANXIETY ABOUT FINDING A JOB

The fifth hypothesis dealt with whether or not there would be a significant difference in degree of anxiety about finding a job between the CJST recipients (TG) and the non recipients (CG).

Question #10 asked the subject to rate his level of anxiety about 12 worries that many people have when they try to find a job. Scores for this item are reported in Appendix B, Table E.

The mean scores for TG and CG, respectively, were 201.7 and 198.7. A higher score indicated a higher degree of anxiety.

A t-test for significance of difference between means yielded $t = 8.41$. With 158 degrees of freedom, and level of significance of .05, t must be greater than 1.645. In this case, t is significant at the .0005 level since, at this level $t > 3.291$. There are, therefore, adequate grounds for rejecting the null hypothesis, H_{0-5}. The results of this analysis of data show that $m_{CG} < m_{TG}$. The alternate hypothesis, which stated that

$m_{CG} > m_{TG}$ must, therefore, also be rejected.

SUCCESS IN JOB ATTAINMENT

The sixth hypothesis dealt with whether there would be a significant difference in the number of jobs obtained by the recipients of CJST (TG) as compared to thos obtained by the non recipients (CG). Question #3 of questionnaires B and C (Appendix A) dealt with this item. Of 23 TG subjects that replied, 21 had obtained jobs, two had not. Of 41 CG subjects that replied, 36 had obtained jobs, five had not. Results are reported in Appendix B, Table F.

A chi square test was performed on the data to determine the significance of the difference between the two groups. Chi square was calculated to be 0.00017 with one degree of freedom. To be significant at the .05 level, chi square must be greater than 3.84, hence the null hypothesis, H_{0-6} could not be rejected. It appears that, within the limits of this study, administering CJST did not increase the subjects' job attainment abilities.

JOB SATISFACTION

The seventh hypothesis dealt with whether there would be a significant difference in level of satisfaction with the job between recipients of CJST (TG) who obtained jobs and non recipients (CG) who obtained jobs. Questions 4 (c), (d), and (e) on questionnaires B and C were used to identify this item. Scores are reported in Appendix B, Table G.

Mean scores for TG and CG were 6.14 and 7.58, respectively. Lower scores related to greater degree of job satisfaction.

A t-test yielded t = 1.05. In order to prove significant at the .05 level, with 55 degrees of freedom, t must be greater than 1.671. Since this was not the case, the null hypothesis, H_{0-7}, could not be rejected. Within the limits of this study, then, CJST did not contribute significantly to job satisfaction.

OTHER INFORMATION

An attempt was made to obtain other information which, it was felt, might add insight into some of the results. Of the 98 subjects who indicated that they intended to try to get work, other than in that which they were presently employed, 14 indicated that the work was in their chosen field, presumably not temporary. The remainder, 84, said the work would only be temporary.

To gain some insight into job search procedures used, those subjects surveyed on the later questionnaires were asked to indicate the number of applications made and, as a result of these, the number of job offers received. This information appears to be questionable since many respondents indicated no applications, no offers, but a job obtained. Interpretation of the meaning of application and offer appeared to be a problem.

Similarly, the information regarding number of days after completion of high school to the time the job was started was interpreted differently by some than others. Some took the end of school as being the end of classes which occurred about one and one half weeks before the end of June. Others took it as being the end of June. Consequently, this information is inaccurate.

Of the 23 treatment group respondents to questions 4 (e)

on Questionnaire B, 11 answered no, the program had not helped them in obtaining the job; 10 answered yes, it had helped them. The remaining two did not get jobs so the question did not apply. Of the same respondents, 22 answered yes, the program should be continued for future grade 12's. One said no, it should not be offered.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The intention of this study was to examine the effects administration of the Creative Job Search Techniques program could have on grade 12 students with regard to the following occupationally related items:

1. perception of job chances as related to peers;
2. perceived degree of vocational competence;
3. degree of self knowledge with regard to individual potential, needs, etc.;
4. sense of control over events;
5. anxiety about finding a job;
6. success in job attainment;
7. satisfaction with the job.

A treatment group which received the Creative Job Search Techniques program and a control group which did not receive it were compared through use of questionnaires. It was predicted that there would be a significant difference between the two groups on each of the above items and that this difference would be in a positive direction for the treatment group. Statistical procedures applied to the data received did not support this prediction for any of the items.

CONCLUSIONS

The Creative Job Search Techniques program has been reported by Ziegler (1962) and many of his followers (Robertson and Yearwood, 1970, and Buffie 1971) to have a high degree of success

with those seeking employment. The offerings of the program, aside from concrete techniques in job seeking and attainment, are alleged to be associated with increased self awareness, insight into job requirements, increased self understanding of individual needs and potentials, and self confidence as a result of positive attitude building.

The items tested in this study are basically the same ones as just mentioned. Why, then, did the results not support previous findings?

One explanation may be found within the sample chosen for the study. Although they may not all have reached firm occupational decisions, grade 12 students have been exposed to occupational planning and information regularly since their junior high school years. This, plus peer group and family influence and part time forays into the world of work, may result in fixed attitudes, with regard to themselves and work which cannot be substantially affected at this time. Ziegler's program has been largely used with those who have been unsuccessful and often view themselves as failures. They are willing to change and are motivated to learn and to apply the facts they learn. Grade 12 graduates, not having experienced major occupational setbacks, may not be thus motivated. Comments made to the program instructor after the course and on the telephone interviews seem to support the speculation that the subjects may not have been able to relate much of the program to their own situations. This may be supported by the fact that over half of the treatment group respondents who obtained work felt that the program had not helped them find the job.

On the first questionnaire 86% of the total number of subjects indicating that they would seek employment stated that this employment would be of temporary nature. With this in mind, attitude toward the job and factors relating to job satisfaction may be of different nature than if the individual has selected a more or less permanent job. Measures of satisfaction used here might not have been appropriate to check job satisfaction of the individual whose main objective has been to amass enough money to further his education and who is, therefore, not particular about the type of work he obtains since it is only short term.

For there to have been any statistical difference between treatment group and control group subjects on the item of success in obtaining a job, there would have either had to be total employment among the treatment group or less employment among the control group. It seems apparent that, at least among the total sample involved, unemployment was low and not in keeping with Breton's finds for people in the 14 to 19 year age group. The question that then arises is that, for immediate employment purposes, is a program of this sort of any benefit for grade 12 students in obtaining a job? Possibly it could have more impact on potential drop-outs. Similarly its effects may be of a long term rather than short term nature. At any rate, it appears that unemployment has not been a problem among this group so no conclusive evidence with regard to the usefulness of the program for job attainment can be gleaned at this time.

In the assessment of anxiety about finding a job, the null hypothesis was rejected but the opposite of the alternate hypothesis was found. The treatment group expressed greater anxiety

about finding a job than did the control group, significant at the .0005 level. There seems little to explain this phenomenon except the nature of the treatment. CJST makes the individual aware of the competitiveness of the search for a job and strongly supports use of previous experience, contacts, education and references in the search. Its objectives, however, are to instill confidence in the job seeker. Ziegler (1962) claims to have achieved this. One can only surmise that, in this case, awareness may have shaken the confidence of the treatment group subjects, leading them to greater concern about the items regarding anxiety.

RECOMMENDATIONS

Certainly the lack of success of the program as measured by this study leaves little firm basis for any positive recommendation regarding continuation of the program. As pointed out in the conclusions, however, various situational factors may have contributed to lack of positive results. A number of recommendations for further study may be drawn from this:

1. Since a large number of high school students are involved in part time work, and therefore may not be subjected to the same pressures regarding job satisfaction as are permanent employees, investigation of a method of measuring job satisfaction among temporary employees might be more pertinent to the further study of this factor with relation to the program.

2. It appears that, for grade 12 students, unemployment is not as problematic as for others in Breton's 14 to 19 age group. A similar study, with improved measurement techniques, might be run

among grade 10 or grade 11 students or among select groups such as identified potential drop outs. A significant number of treatment group subjects indicated verbally to the instructor that the program would have been more valuable given earlier in the year. Possibly this would support it being presented in an earlier grade.

3. Since many high school students view their work as being of short term nature, it may not have been feasible to attempt to measure change of attitude as a result of the program. A long-term study of the CJST effect on attitudes of the recipients when they have entered into the world of work on a more permanent basis may be desirable.

4. Most of the treatment group subjects supported continuation of the program. This implies that there was some perceived value from the program. Further study should identify what parts are seen as being of most value so as to aid in modifying the program to be more pertinent to high school students' needs.

5. It would appear that there should be research into what, if any, segments of the Creative Job Search Techniques program lead to an increase in the anxiety level of recipients. If the program proves to contribute to anxiety and, if this aspect is deemed undesirable, modification to reduce this factor might then be made.

6. An attempt might be made to identify whether or not job-seeking techniques taught in this program were being used in the actual search for the job. Little value could be gained from the program if its main points were not being followed.

7. The writer does not recommend acceptance or rejection of the program from the evidence shown by this study. It is

obvious that the aforementioned suggestions for further study might show support for the program or further define its limitations. Certainly the success of the program in other settings suggests research should be continued.

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APPENDIX A

QUESTIONNAIRES

QUESTIONNAIRE "A"

NAME: _____

ADDRESS: _____

SEX: M _____ F _____

The purpose of the following questionnaire is to gather data on the plans and attitudes of grade 12 students about work and the future. Individual results and responses will be kept in strictist confidence. You are asked to give your name and address for purposes of further contact in a follow up study. Try to respond to the questions in terms of choosing the answer which suits you best.

1. Indicate which of the following best describes your plans for what you wish to do at completion of the present high school year:

   (a) Enter work in your chosen occupational field ____

   (b) Temporary or summer job, then continue high school ____

   (c) Temporary work, then university, technical institute, of other training ____

   (d) Other (please specify) ____

   (e) No plans ____

   (f) Haven't thought about it ____

2. (a) Are you presently employed part time? Yes _____ No ____

   (b) If so, do you intend to continue this job either temporarily or permanently after completion of this year's schooling? Yes _____ No ____

3. Are you taking, or have you taken the course Office Practices 30?

   Yes _____ No ____

4. Where do you think you stand in your chance of getting a good job compared with the other students in grade 12?

(a) Much better than average ____

(b) Better than average ____

(c) About average ____

(d) Below average ____

(e) Much below average ____

5. Do you feel you are well enough informed about the different kinds of jobs you could get to make a good choice about your future career?

(a) Very well informed ____

(b) Quite well informed ____

(c) Not too well informed ____

(d) Not well informed at all ____

6. Do you feel that you know your interests and abilities well enough to decide about your future career?

(a) Very well ____

(b) Quite well ____

(c) Not too well ____

(d) Not well at all ____

Respond to the following statements by checking the response which best fits your feelings:

7. Making plans only makes a person unhappy because plans hardly ever work out anyway.

(a) Strongly agree ____

(b) Agree ____

(c) Disagree ____

(d) Strongly disagree ____

8. When a man is born, the success he is going to have is already in the cards so he might as well accept it and not fight against it.

(a) Strongly agree ____

(b) Agree ____

(c) Disagree ____

(d) Strongly disagree ____

9. Good luck is more important than hard work for success.

(a) Strongly agree ____

(b) Agree ____

(c) Disagree ____

(d) Strongly disagree ____

10. Following is a list of worries that many people have when they try to find a job. Indicate how worried you are about each one of them.

	Quite worried	A bit worried	Not at all worried
1. The possibility of being turned down	____	____	____
2. Having to speak both English and French	____	____	____
3. Not having enough education	____	____	____
4. My personality or appearance	____	____	____
5. Getting good references	____	____	____
6. The number of other people trying for the job	____	____	____
7. Lack of experience	____	____	____
8. Being alone without my parents	____	____	____
9. Getting the job I like	____	____	____
10. Having the right connections	____	____	____
11. Knowing where to look and what to do to find a job	____	____	____
12. Getting a job for which I have been trained	____	____	____

QUESTIONNAIRE "B"

Dear

You will remember that in the Spring of this year you were given a short course at Central Memorial in job search techniques. Shortly after that, you answered a questionnaire in which you indicated your intention to seek employment upon completion of the high school year. As part of a research program relating to future grade 12 students, it is extremely important that information about your present status be gathered. Could you please answer the following questions and return them to me in the enclosed envelope within the next two days?

If you are interested in learning about the study and its results, feel free to contact me in the Fall at Central Memorial in the Guidance Department. Thank you for your co-operation.

Sincerely,

Ronald F. Flaterud

1. Since the first of June, approximately how many applications for work have you made? ____

2. How many job offers have you had as a result of these applications? ____

3. Are you presently employed? Yes ____ No ____

4. If the answer to (3) is yes, answer the following questions:

   (a) How soon after completion of school did you get your job? ____ days.

   (b) Choose the one of the following statements which best tells how you like your job.

I like it very much. ____

I like it. ____

My likes just balance my dislikes. ____

I don't like it but will have to put up with it. ____

I very much dislike it. ____

(c) Check one of the following to show how much of the time you feel satisfied with your job.

All of the time ____

A good deal of the time ____

About half of the time ____

Occasionally ____

Never ____

(d) Check one of the following which best tells how you feel about changing your job:

I would quit this job at once if I could get anything else to do ____

I would change my job if I could earn as much as I am now earning ____

I am not eager to change my job but would do so if I could get a better job ____

I cannot think of any jobs for which I would exchange mine ____

(e) Do you feel that the job search program assisted you in any way in obtaining this job? Yes ____ No ____

5. Would you recommend that the job search program be continued for other grade 12 students? Yes ____ No ____

QUESTIONNAIRE "C"

Dear

Earlier this year you answered a questionnaire at Central Memorial in which you indicated your intentions to seek employment upon completion of the high school year. As part of a research program relating to future grade 12 students, it is extremely important that information about your present status be gathered. Could you please answer the following questions and return them to me in the enclosed envelope within the next two days?

If you are interested in learning about the study and its results, feel free to contact me in the Fall at Central Memorial in the Guidance Department. Thank you for your co-operation.

Sincerely,

Ronald F. Flaterud

1. Since the first of June, approximately how many applications for work have you made? ____

2. How many job offers have you had as a result of these applications? ____

3. Are you presently employed? Yes ____ No ____

4. If the answer to (3) is yes, answer the following questions:

   (a) How soon after completion of school did you get your job? ____ days.

   (b) Choose the one of the following statements which best tells how you like your job.

   I like it very much ____

   I like it ____

   My likes just balance my dislikes ____

I don't like it but will have to put up with it ____

I very much dislike it ____

(c) Check one of the following to show how much of the time you feel satisfied with your job.

All of the time ____

A good deal of the time ____

About half of the time ____

Occasionally ____

Never ____

(d) Check one of the following which best tells how you feel about changing your job:

I would quit this job at once if I could get anything else to do ____

I would change my job if I could earn as much as I am now earning ____

I am not eager to change my job but would do so if I could get a better job ____

I cannot think of any jobs for which I would exchange mine ____

I would not exchange my job for any other ____

APPENDIX B

TABLES OF RAW SCORES

TABLE A

JOB EXPECTATIONS

SUBJECTS	JOB EXPECTATION SCORES					
	0	1	2	3	4	5
Treatment Group N=70	0	3	24	60	3	0
Control Group N=90	0	4	17	49	0	0

Question 4, Questionnaire A: Where do you think you stand in your chance of getting a good job compared with the other students in grade 12?

Responses were scored in the following way:

(a) Much better than average..... 1
(b) Better than average..... 2
(c) About average..... 3
(d) Below average..... 4
(e) Much below average..... 5
No response- not included

A low score indicated a high level of expectation of getting a job.

Treatment Group mean: 2.7 Control Group mean: 2.7

TABLE B

PERCEIVED VOCATIONAL COMPETENCE

SUBJECTS	PERCEIVED VOCATIONAL COMPETENCE SCORES				
	0	1	2	3	4
Treatment Group N=70	0	8	40	22	0
Control Group N=90	0	10	46	25	9

Question 5, Questionnaire A: Do you feel you are well enough informed about the different kinds of jobs you could get to make a good choice about your future?

Responses were scored in the following way:

(a) Very well informed..... 1
(b) Quite well informed..... 2
(c) Not too well informed..... 3
(d) Not well informed at all..... 4
No response- not included

A low score indicated a high level of perceived vocational competence.

Treatment Group mean: 2.20 Control Group mean: 2.36

TABLE C

DEGREE OF SELF KNOWLEDGE

SUBJECTS	DEGREE OF SELF KNOWLEDGE SCORE				
	0	1	2	3	4
Treatment Group N=70	0	19	35	13	3
Control Group N=90	0	16	56	15	3

Question 6, Questionnaire A: Do you feel that you know your interests and abilities well enough to decide about your future?

Responses were scored in the following way:

(a) Very well..... 1
(b) Quite well..... 2
(c) Not too well..... 3
(d) Not well at all..... 4
No response- not included

A low score indicated a high degree of self knowledge.

Treatment Group mean: 2.0 Control Group mean: $2.05\overline{5}$

TABLE D

SENSE OF CONTROL OVER EVENTS

SUBJECTS	SENSE OF CONTROL OVER EVENTS												
	0	1	2	3	4	5	6	7	8	9	10	11	12
Treatment Group N=70	0	0	0	10	15	22	17	5	1	0	0	0	0
Control Group N=90	0	0	0	17	19	21	21	8	4	0	0	0	0

Questions 7, 8, and 9, Questionnaire A: Respond to the following statements by checking the response which best fits your feelings:

Statement 7: Making plans only makes a person unhappy because plans hardly ever work out anyway.

Statement 8: When a man is born, the success he is going to have is already in the cards so he might as well accept it and not fight against it.

Statement 9: Good luck is more important than hard work for success.

Responses for each statement were scored in the following way:

(a) Strongly agree..... 4
(b) Agree..... 3
(c) Disagree..... 2
(d) Strongly disagree..... 1
No response- not included

Total of three responses determined the score for each subject

A low score represented high sense of control over events.

Treatment Group mean: 5.08 Control Group mean: 5.07

TABLE E

ANXIETY ABOUT FINDING A JOB

SUBJECTS	ANXIETY LEVEL SCORES												
	12	13	14	15	16	17	18	19	20	21	22	23	24
Treatment Group N=70	0	1	3	2	4	7	5	9	4	12	6	5	3
Control Group N=90	0	0	4	6	12	10	8	5	7	14	4	7	5

	25	26	27	28	29	30	31	32	33	34	35	36
Treatment Group N=70	4	3	2	0	0	0	0	0	0	0	0	0
Control Group N=90	1	3	3	0	1	0	0	0	0	0	0	0

Question 10, Questionnaire A: Following is a list of worries that many people have when they try to find a job. Indicate how worried you are about each one.

Statement:

1. The possibility of being turned down
2. Having to speak both English and French
3. Not having enough education
4. My personality or appearance
5. Getting good references
6. The number of other people trying for the job
7. Lack of experience

8. Being alone without my parents

9. Getting the job I like

10. Having the right connections

11. Knowing where to look and what to do to find a job

12. Getting a job for which I have been trained

Responses to each statement were made and scored in the following way:

Quite a bit worried..... 3
A bit worried..... 2
Not at all worried..... 1

Total of the twelve responses was obtained for each subject to determine the score. Scores were only tabulated for those subjects who completed all twelve items, therefore score ranges were from 12 to 36. A low score represented a low level of anxiety about finding a job.

Treatment Group mean: 201.7 Control Group mean: 198.7

TABLE F

SUCCESS IN JOB ATTAINMENT

SUBJECTS WHO RESPONDED TO QUESTIONNAIRE	NUMBER WHO OBTAINED A JOB	NUMBER WHO DID NOT OBTAIN A JOB
Treatment Group N=23	21	2
Control Group N=41	36	5

Question 3, Questionnaires B and C: Are you presently employed? N's in each case were derived from original groups minus those eliminated by Questionnaire A items 1 (d), (c), and (f); 2 (b); or 3. Questionnaires B and C were sent to TG andCG subjects, respectively, who were left after this elimination. Those who responded to the questionnaire were the N's shown on this table. Total Treatment Group subjects administered the questionnaire was 41. Total Control Group subjects receiving it was 57.

TABLE G

JOB SATISFACTION

S's WHO OBTAINED JOBS	JOB SATISFACTION SCORES														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Treatment Group N=21	0	0	3	2	2	5	6	1	0	1	0	1	0	0	0
Control Group N=36	0	0	2	0	1	9	10	3	4	2	2	3	0	0	0

Questions 4 (b), (c), and (d) on Questionnaires B and C:

Instruction (b): Choose one of the following statements which best tells how you like your job:

I like it very much..... 1
I like it..... 2
My likes just balance my dislikes..... 3
I don't like it it but will have to put up with it.. 4
I very much dislike it..... 5

Instruction (c): Check one of the following to show how much of the time you feel satisfied with your job:

All of the time..... 1
A good deal of the time..... 2
About half of the time..... 3
Occasionally..... 4
Never..... 5

Instruction (d): Check one of the following which best tells how you feel about changing your job:

I would quit this job at once if I could get anything else to do..... 5
I would change my job if I could earn as much as I am earning now..... 4

I am not eager to change my job but would do so if I could get a better job..... 3
I cannot think of any jobs for which I would exchange mine..... 2
I would not exchange my job for any other..... 1

The numbers at the right represent the scores for the particular responses. Scores were obtained by totaling the scores for the three responses made by each subject.

Treatment Group mean: 6.14 Control Group mena: 7.58